



What would you have asked? Imagined Interviews

Title	What would you have asked? Imagined Interviews
Subject/Unit/Lesson	Social Studies, Civil War
Level/Grade	5 th Grade
Time Frame	Four class periods, plus homework. [1 class period for research (and homework). 1 class period to draft questions and responses and script their interview. 1 class period to tape interviews. 1 class period to edit interviews.]
Summary/Abstract	Students will imagine they have traveled back in time to the civil war as a reporter. They will have the opportunity of a lifetime to interview an important historical figure of their choice. As their interview will run on a local news broadcast, their edited questions and answers can take no more than 2 minutes to show.
Tasks/Performance	<ol style="list-style-type: none">1. In groups of three, students will select an important person from the civil war era to interview (e.g. Lincoln, Douglass, Douglas, Lee, Grant, McClellan, slave, Northern Soldier, Southern Soldier, Widow from either side, Booth, etc.).2. Students will research their selected person. One student will use an encyclopedia, one will use the WWW, and one will use the classroom textbooks (especially Hakim).3. Students will summarize their findings into no more than 5 bullet items describing the most important things to know about their person and no more than 5 bullet points describing the most interesting things to know about their person.4. For homework, each student must draft at least two shorter answer questions and two longer answer questions that can be answered, at least partially, by the information in one or more of the bulleted points. (They can use the Question Starters handout to assure they get a variety of questions.) The students must also draft answers for these questions.5. Groups discuss their drafted questions and answers. Then they select up to four questions that they feel will take about 2 minutes to answer. Once they have their questions and answers selected, they script their interview. They need to include:<ol style="list-style-type: none">a. an introduction from an Anchor who sends it out to the field reporterb. a second, shorter introduction from the field reporterc. questions and answers from the field reporter and interviewee (the shots in this section should include a two-shot, an over the shoulder shot, close-ups, and at least 1 reaction shot)

	<p>d. a closing from the field reporter who sends it back to the anchor in the studio</p> <p>6. For homework, the students should select clothing and/or objects appropriate to their role of anchor, field reporter, or historical figure.</p> <p>7. Students tape their interviews following their scripts (if you only have 1 camera, you may want to have 1 group at a time work during lunch, before or after school, or while the class is doing something else in social studies).</p> <p>8. Students import their video into the computer and edit the interview according to their scripts. (Students who finish early may want to add an opening title with “broadcast” type music.</p> <p>9. Students present their finished interviews to the class.</p>
Standards/Outcomes	<p>Social Studies: Standard 1.2 – Comprehending the past Standard 1.3 – Analyzing and interpreting the past Standard 1.4 – Judging decisions from the past (depending on their questions)</p> <p>English Language Arts: Standard 1 – All students will read and comprehend general and technical material. Standard 2 - All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. Standard 6. Voice All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. Standard 8. Genre and Craft of Language All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning. Standard 11. Inquiry and Research All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</p> <p>Technology: NETS 4 – Technology communication tools: Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. NETS 5 – Technology research tools: Students use technology to locate, evaluate, and collect information from a variety of sources.</p>
Tools/Resources	Textbooks, encyclopedia (CD-ROM, WWW, or book), web access, iMovie, DV camcorder, tape
Assessment	See rubric
Modifications	<p>■ Begin the lessons by having the students watch interviews taped from local news shows and have them describe the camera and questioning techniques used.</p> <p>■ Students could interview characters from literature or authors; local or regional people on local issues; school personnel; or a scientist (current or from the past) about their work.</p>



Imagined Interviews

Scoring Rubric

	Criteria	Developing (1-2 pts)	Proficient (3-4 pts)	Exemplary (5-6 pts)	Score
Plan	Script	<ul style="list-style-type: none"> Dialogue sketchy Little thought to shot selection or camera movement 	<ul style="list-style-type: none"> Dialogue complete Thought given to most shot selections or camera movements 	<ul style="list-style-type: none"> Dialog complete and attention given to “voice” Thought given to all shot selections or camera movements 	
	Video	<ul style="list-style-type: none"> Sometimes in focus Sometimes steady No camera movement OR excessive movement (panning, zooming, trucking, etc.) 	<ul style="list-style-type: none"> Usually in focus Usually steady Pans and zooms are limited and usually purposeful Composition usually follows the rule of thirds 	<ul style="list-style-type: none"> Always in focus (unless purposefully done) Always steady Variety of shot selections and camera movements. Movements are planned, purposeful and provide impact Varied composition (based on rule of thirds) 	
Shoot	Audio	<ul style="list-style-type: none"> Sound sometimes unclear: due to low voices and/or overly loud ambient noise 	<ul style="list-style-type: none"> Sound usually clear, no unintended ambient noise 	<ul style="list-style-type: none"> Sound always clear (unless purposefully done) and ambient noise always appropriate 	
	Lighting	<ul style="list-style-type: none"> Only ambient (available) light is used Many scenes are overly bright or dark 	<ul style="list-style-type: none"> Additional lighting is used as necessary Most scenes have sufficient lighting to tell what is happening 	<ul style="list-style-type: none"> Additional lighting is used to eliminate shadows and glares All scenes have sufficient lighting for viewer to easily see action Vivid colors Innovative use of lighting 	
Edit	Cutting	<ul style="list-style-type: none"> Clips begin and/or end with slack time or in mid action 	<ul style="list-style-type: none"> Most clips edited to remove slack time and to begin and end with thought to action 	<ul style="list-style-type: none"> Clips show no slack time and begin and end with thought to action 	
	Transitions	<ul style="list-style-type: none"> No transitions between clips are used or too many different transitions used without thought to purpose 	<ul style="list-style-type: none"> Basic transitions used (cut and fade) appropriately and other types of transitions usually added as appropriate for the scene 	<ul style="list-style-type: none"> All transitions between clips appropriate, suit the mood and content, and smooth the flow from one scene to the next 	

	Pacing / Continuity	Many video clips are too long or too short	Most video clips move at a steady pace, fast enough to keep the audience interested and slow enough to tell the complete story	Variety of pacing and changes fit the “mood” of the content Pacing keeps viewers interested		
Enhance	Titles	Titles and subtitles unclear due to font, size, or color contrast	Titles and subtitles usually clear Used appropriately	Titles and subtitles always clear Used appropriately and enhance the story/content		
	Background Music	Introductory music not in a typical “broadcast” style	Introductory music in a “broadcast” style but not balanced well (does not match the levels of main audio)	Introductory music in a “broadcast” style and balanced well (matches the levels of the main audio)		
Content		Questions are low level, recall type questions Information is only about the “interesting” aspects of their person	Questions are mostly recall type questions with a few higher order questions Information balances the “important” and “interesting” aspects of their person	Questions are varied between recall and higher order questions Information balances the “important” and “interesting” aspects of their person Provides fresh, interesting, or humorous insights	<div>—</div> <div>x 4</div> <div>= —</div>	
Creativity		Little evidence of imagination, creativity, or thoughtfulness No style or mood is apparent.	Some evidence of imagination, creativity, or thoughtfulness Some evidence of thought to style and mood, though may not suit the content	Thorough evidence of imagination, creativity, or thoughtfulness Style or mood which suits the content evident Creative and original		
Total						<div>—</div>